

Advanced Programs (AP)

Measure 2 (Advanced): Satisfaction of employers. (RA4.1)

Standards Alignment: This compendium, entitled *Satisfaction of Employers*, provides evidence to support:

RA4.1 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

Advanced CAEP Standards Alignment

Evidence in this compendium primarily supports evaluation of program quality and effectiveness under CAEP Advanced Program Standard RA4.1 and contributes to broader quality assurance processes under Standard 5.

Specifically, employer satisfaction evidence informs:

- RA5.2 – Data Quality, through use of multi-year, bounded-population survey data and transparent analytic practices;
- RA5.3 – Stakeholder Input, by incorporating feedback from employers as external stakeholders; and
- RA5.4 – Continuous Improvement, by supporting program monitoring and ongoing review of advanced preparation effectiveness.

Employer satisfaction results also corroborate evidence reported under:

- RA1.1 – Candidate Knowledge, Skills, and Professional Dispositions; and
- RA1.2 – Provider Responsibilities, by providing an external perspective on completer readiness and role-specific preparation.

Assurance of Alignment: The alignment of evaluation measures and assessment tasks with CAEP standards, relevant program-specific standards, and ISTE technology standards is overseen by the Director of the Office of Technology, Assessment, and Compliance (TAC), who also serves as the CAEP Coordinator. This process is conducted in close collaboration with Program Chairs and the Chair of Clinical Studies. The TAC Office ensures continued compliance with applicable Delaware state laws and policy regulations, including [Regulation 290](#) and [House Bill 143](#).

All standards and alignments are managed through the Watermark Student Learning & Licensure (SL&L) platform. The platform is maintained by the TAC Data Analyst and Administrative Coordinator, ensuring that updates to standards, program competencies, course content, or assessment tools are efficiently integrated and consistently applied across all programs.

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Introduction

Component RA4.1 examines employer satisfaction with the preparation of completers from Wilmington University's advanced educator preparation programs, focusing on the extent to which completers are perceived as ready to fulfill their assigned professional responsibilities in leadership and specialized support roles. Consistent with the expectations of CAEP Advanced Standards, this component emphasizes external stakeholder perspectives as a critical indicator of preparation quality and professional readiness.

Employer satisfaction is measured through Supervisor Perception Surveys administered to Delaware employers of program completers serving in building-level leadership, district-level leadership, and school counseling roles. These surveys are designed to capture supervisors' perceptions of completers' preparedness to lead, manage, collaborate, and serve diverse P–12 students, families, and educational communities within authentic organizational contexts. Collectively, the instruments provide role-specific feedback aligned to the professional expectations associated with advanced licensure and certification.

Evidence Overview

The evidence presented in this compendium documents employer satisfaction with the preparation of completers from Wilmington University's advanced educator preparation programs, using Supervisor Perception Surveys administered to Delaware employers. These surveys are distributed through the Delaware Department of Education (DDOE) and reported to the provider as external measures aligned CAEP Component RA4.1.

Because advanced programs prepare completers for distinct professional roles, employer perception instruments are differentiated for building-level educational leadership, district-level educational leadership, and school counseling. Survey items are tailored to reflect role-specific responsibilities and standards of professional practice while remaining anchored to shared RA4.1 satisfaction constructs, including employers' perceptions of preparation sufficiency, relevance to assigned responsibilities, effectiveness in working with diverse P–12 students and families, professional and ethical practice, and the use of data and technology in organizational contexts.

This construct-based approach allows employer perceptions to be interpreted within appropriate professional contexts without imposing item-level equivalence across roles with substantively different scopes of practice. Alignment is therefore established at the level of satisfaction constructs and professional standards rather than through identical survey items, supporting meaningful cross-program interpretation while preserving role integrity.

Employer satisfaction data are collected across multiple academic cycles to support representative interpretation, particularly for leadership roles situated within small, bounded populations. Data are analyzed by program area and professional role, with multi-year aggregation applied as appropriate to address response-rate variability and strengthen interpretive stability. Results are reviewed as part of Wilmington University's quality assurance processes to confirm areas of strength and inform ongoing monitoring and continuous improvement.

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Sampling & Representativeness

Employer satisfaction data for RA4.1 are drawn from Supervisor Perception Surveys administered to Delaware employers of advanced program completers. The sampling approach reflects the bounded nature of Delaware’s educational leadership and counseling workforce, where the total number of eligible employers varies by role, licensure area, and academic year.

For district-level leadership programs, the employer population is intentionally limited by the number of public school districts statewide. As a result, annual response counts are modest and highly sensitive to the addition or loss of individual responses. To address this inherent volatility and support responsible interpretation, district-level employer data are examined across multiple academic cycles rather than relying on single-year outcomes. This multi-cycle approach strengthens interpretive stability while preserving the integrity of employer perspectives within a small, well-defined population.

Building-level leadership programs draw from a larger, though still Delaware-scaled, pool of employer supervisors. While annual response rates remain consistent with expectations for voluntary external surveys, the comparatively larger population allows for more stable domain-level analyses across cycles. Aggregation across years is similarly employed to support trend interpretation and mitigate year-to-year variability.

School counseling employer surveys reflect a broader distribution of site-based supervisors across districts and schools. Although response rates for counseling programs are lower than those observed in leadership surveys, they remain consistent across cycles and are interpreted using the same multi-year aggregation strategy. This approach ensures that counseling employer satisfaction results are contextualized appropriately and not overgeneralized from single-cycle data.

Across all advanced programs, the use of role-specific surveys, bounded population definitions, and multi-cycle aggregation provides a representative and defensible basis for examining employer satisfaction. This approach aligns with CAEP expectations for evidence derived from small but comprehensive professional communities and supports valid interpretation of employer perceptions related to completer preparation and readiness for advanced professional responsibilities.

Supervisor perception surveys were administered to Delaware employers only. Response rates for leadership programs ranged from approximately 33% to 38% across academic years, while counseling response rates ranged from approximately 22% to 26%. Given small, bounded populations, particularly at the district level, results are interpreted with attention to year-to-year variability and triangulated across multiple cycles.

Table 1
District-Level Supervisor Perception Survey

Academic Year	Total Supervisors	Responses	Response Rate
2022–2023	14	5	35.7%
2023–2024	16	6	37.5%

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2024–2025	12	4	33.3%
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Table 2

Building-Level Supervisor Perception Survey

Academic Year	Total Supervisors	Responses	Response Rate
2022–2023	52	18	34.6%
2023–2024	60	20	33.3%
2024–2025	48	16	33.3%

Table 3

School Counseling Supervisor Perception Survey

Academic Year	Total Supervisors	Responses	Response Rate
2022–2023	50	11	22.0%
2023–2024	55	14	25.5%
2024–2025	48	12	25.0%

Taken together, the sampling approach used for employer satisfaction data reflects the structural realities of Delaware’s educational leadership and counseling workforce while providing a representative and defensible basis for interpretation. The use of role-specific surveys, clearly defined employer populations, and multi-year aggregation ensures that employer perceptions are examined responsibly within small, bounded professional communities. By contextualizing response rates and accounting for year-to-year variability, the provider mitigates limitations associated with external voluntary surveys and supports valid conclusions regarding completer preparation and readiness for advanced professional responsibilities, consistent with CAEP Component RA4.1 and related data-quality expectations.

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Survey Design and Standards Alignment (NELP / ASCA)

Employer satisfaction for advanced programs is measured using Supervisor Perception Surveys designed to capture employers' evaluations of completers' readiness to perform advanced professional responsibilities associated with leadership and specialized support roles. All instruments use Likert-scale response formats and are organized into coherent domains that reflect nationally recognized advanced preparation standards, supporting both descriptive analysis and standards-based interpretation of employer perceptions.

Because advanced programs prepare completers for distinct professional roles, survey instruments are intentionally differentiated by role while remaining aligned to shared RA4.1 satisfaction constructs. These constructs include employers' perceptions of preparation sufficiency, relevance to assigned responsibilities, effectiveness in working with diverse P–12 students and families, professional and ethical practice, leadership capacity, and the use of data and technology within organizational contexts.

Leadership Programs — NELP Standards Alignment

Supervisor perception surveys for building-level and district-level leadership programs are aligned to the National Educational Leadership Preparation (NELP) Standards. Survey items are grouped into leadership domains that correspond directly to the core areas of advanced leadership practice, including mission-driven improvement, ethical leadership, equity and inclusiveness, instructional leadership, community engagement, operational management, and professional capacity building.

Each domain is mapped to the appropriate NELP Building-Level (2017) and District-Level (2018) Standards as shown in Table 4., ensuring that employer feedback reflects completers' preparation to lead complex educational organizations rather than general satisfaction alone. Alignment was verified through item-level review and domain mapping, establishing content validity while preserving analytically meaningful domain groupings.

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Table 4

Supervisor Perception Survey - NELP Standards Alignment - Building-Level and District-Level Leadership Programs

Survey Domain	Likert Items	NELP Building-Level Standard(s)	NELP District-Level Standard(s)	Rationale for Alignment
Mission, Vision, and Improvement	Q1–Q5	Standard 1: Mission, Vision, and Improvement	Standard 1: Mission, Vision, and Improvement	Items address leaders’ ability to collaboratively develop, communicate, and implement mission, vision, and continuous improvement processes grounded in data, equity, and stakeholder engagement.
Ethics and Professional Norms	Q6–Q10	Standard 2: Ethics and Professional Norms	Standard 2: Ethics and Professional Norms	Items reflect ethical decision-making, professional integrity, transparency, trust, and modeling ethical behavior in leadership practice.
Equity, Inclusiveness, and Cultural Responsiveness	Q11–Q16	Standard 3: Equity, Inclusiveness, and Cultural Responsiveness	Standard 3: Equity, Inclusiveness, and Cultural Responsiveness	Items align to cultivating inclusive cultures, equitable access to resources, and culturally responsive instructional and organizational practices.
Learning, Instruction, and Assessment	Q17–Q24	Standard 4: Learning and Instruction	Standard 4: Learning and Instruction	Items measure leaders’ effectiveness in curriculum, instruction, assessment systems, data use, professional learning, and instructional coherence.
Community and External Leadership	Q25–Q29	Standard 5: Community and External Leadership	Standard 5: Community and External Leadership	Items assess engagement with families, community partners, communication strategies, and advocacy for student and organizational needs.
Operations, Management, and Resources	Q30–Q34	Standard 6: Operations and Management	Standard 6: Operations and Management	Items reflect management of resources, systems, technology, governance, and legal/policy compliance to support equitable operations.
Professional Capacity and Human Capital	Q35–Q40	Standard 7: Building Professional Capacity	Standard 7: Policy, Governance, and Advocacy	Building-level items emphasize supervision, evaluation, professional learning, and staff development; district-level items extend to governance, advocacy, and system-wide leadership.

This table provides a transparent view of how employer feedback is intentionally connected to advanced leadership standards.

School Counseling Programs — ASCA Professional Standards Alignment

The supervisor perception survey for the school counseling program is aligned to the American School Counselor Association (ASCA) Professional Standards for Educator Preparation as shown in Table 5. Counselor Supervisor Perception Survey - ASCA Professional Standards Alignment. Survey items are organized into domains reflecting counseling practice and are additionally ordered by ASCA standard to support standards-based interpretation while maintaining grouped domains for statistical analysis.

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This dual-structure approach allows employer feedback to be examined in relation to professional counseling standards, such as direct and indirect services, collaboration, leadership and advocacy, ethical practice, and data-informed program planning, without fragmenting the dataset or compromising reliability.

Table 5

Counselor Supervisor Perception Survey - ASCA Professional Standards Alignment

ASCA Preparation Standard	Survey Domain / Item Cluster	Question Numbers	Standard Focus
Standard 1: Foundational Knowledge	Mission, Beliefs, Program Purpose (embedded)	Embedded across domains	School counseling history, philosophy, mission alignment, understanding of educational systems
Standard 2: Core Theories and Counseling Concepts	Counseling Services Delivery	Q2–Q4, Q20–Q23, Q25–Q26	Application of counseling theories, evidence-based practices, individual/group counseling
Standard 3: Instructional and Counseling Interventions	Counseling Services Delivery & Targeted Interventions	Q2–Q4, Q20–Q23, Q25–Q26	Direct and indirect services; classroom lessons; small group and individual counseling
Standard 4: Student Learning Outcomes	Program Planning & Data Use	Q5, Q14, Q18, Q24	Use of data to identify needs, measure impact, and improve student academic/career/social-emotional outcomes
Standard 5: Designing, Implementing, and Evaluating a Comprehensive School Counseling Program	Leadership & Advocacy	Q15–Q16, Q21–Q22, Q27	Program design, systemic leadership, advocacy for equitable access, continuous improvement
Standard 6: Professional Practice	Professional Identity & Responsibility	Q1, Q6–Q12, Q13, Q17	Collaboration, consultation, professional role clarity, leadership within school systems
Standard 7: Ethical Practice	Ethical Practice	Q19	Ethical and legal decision-making aligned to ASCA Ethical Standards

This table provides a transparent view of how employer feedback is intentionally connected to advanced counseling preparation standards.

Cross-Role Design Coherence

Across all advanced programs, survey design emphasizes role-appropriate standards alignment rather than item-level uniformity. This approach ensures that employer satisfaction data reflect the distinct scopes of practice associated with leadership and counseling roles while supporting coherent interpretation across programs. By aligning survey domains to professional-specific standards frameworks, Wilmington University, in partnership with the DDOE, ensures that employer perceptions are directly connected to the advanced competencies articulated in RA1 and evaluated through RA4.1.

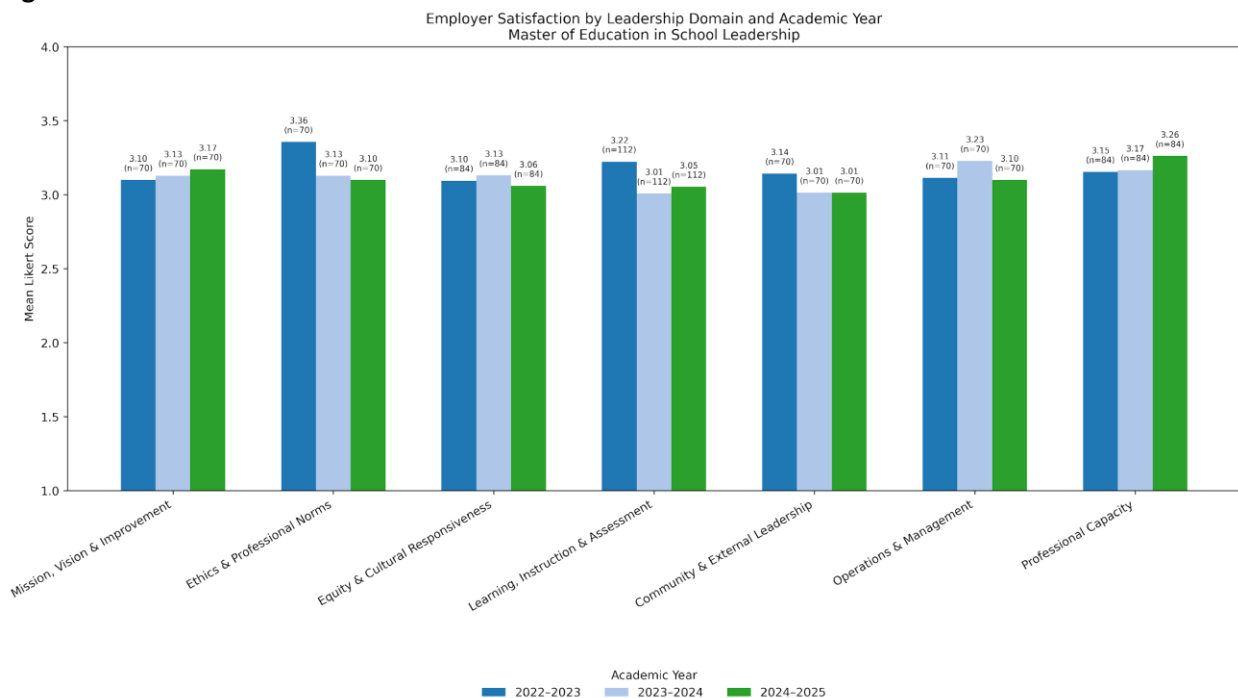
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Master of Education in School Leadership

Figure 1. presents employer satisfaction results for the Master of Education (M.Ed.) in School Leadership program, disaggregated by academic year and organized by leadership domains aligned to the NELP Building-Level Standards. For each academic year (2022–2023, 2023–2024, and 2024–2025), domain-level mean Likert scores are displayed to examine the magnitude and stability of employer perceptions of completer preparation over time. Results are interpreted descriptively, with attention to mean score ranges and patterns across cycles rather than isolated single-year values.

Figure 1



Note. Mean scores are calculated from aggregated Likert-scale item responses aligned to each professional domain. The n values displayed represent the total number of valid item responses contributing to each domain mean across the included survey cycles and do not reflect the number of individual supervisors or completers. Employer satisfaction data are examined across multiple academic years to support stable interpretation within small, bounded professional populations.

Figure 1. presents year-disaggregated employer satisfaction results for the M.Ed. in School Leadership program, organized by leadership domains aligned to the NELP Building-Level Standards. Across the three academic years examined, domain-level mean scores range approximately from 3.01 to 3.36 on a four-point Likert scale, indicating consistently positive employer perceptions of completer preparation.

Across cycles, domains associated with ethics and professional norms, mission, vision, and continuous improvement, and professional capacity demonstrate mean scores toward the upper end of the observed range. These results suggest that employers perceive program completers as well prepared to lead with integrity, support school improvement efforts, and engage in collaborative leadership practices that build organizational capacity.

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Mean scores for domains related to learning, instruction, and assessment and equity and cultural responsiveness also remain consistently strong across academic years, falling within a narrow and positive range. Employer ratings in these domains indicate confidence in completers' ability to support instructional systems, use data to inform decision-making, and foster inclusive school environments aligned to contemporary leadership expectations.

Year-to-year variation in mean scores is modest, with differences across cycles remaining small in magnitude and consistent with expectations for small, bounded supervisor populations. Importantly, no leadership domain exhibits a declining pattern across academic years, and all domain means remain well above the midpoint of the scale.

Taken together, the year-disaggregated employer satisfaction results reinforce the aggregated findings for the M.Ed. in School Leadership program and provide evidence that employer perceptions of completer preparation are stable, role-aligned, and sustained over time, supporting the provider's claims under CAEP Component RA4.1.

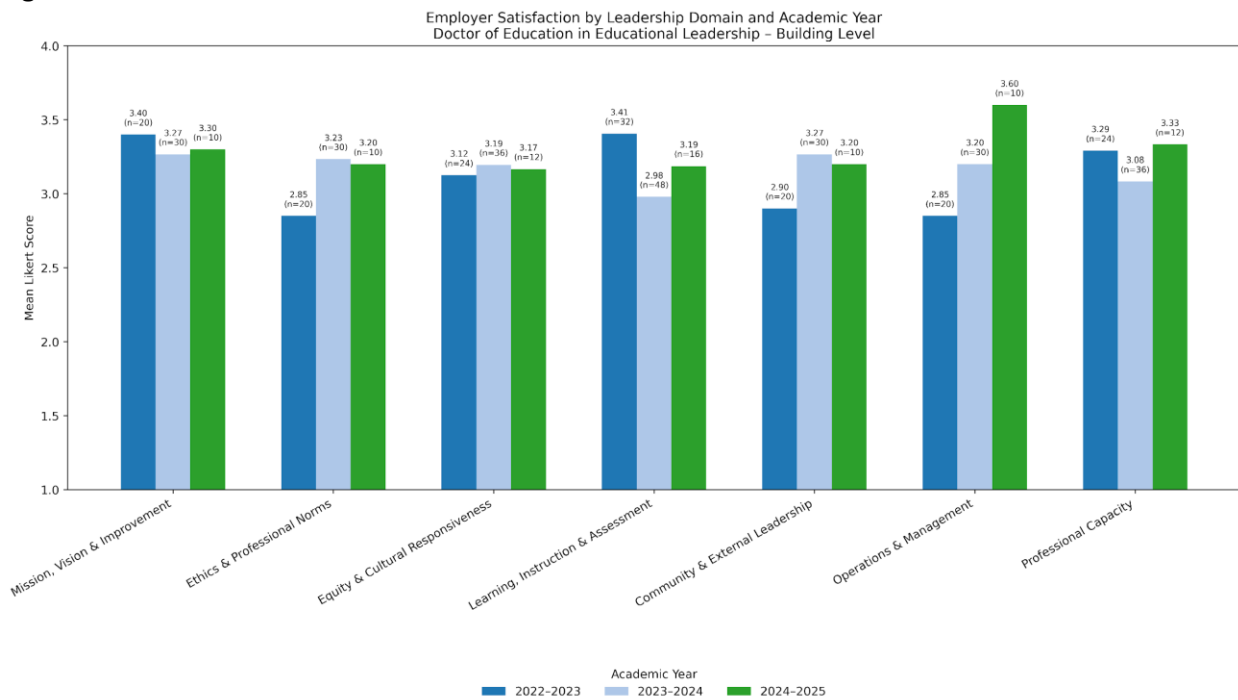
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Doctor of Education in Educational Leadership – Building Level

Figure 2. presents employer satisfaction results for the Doctor of Education (Ed.D.) in Educational Leadership – Building Level program, disaggregated by academic year and organized by leadership domains aligned to the NELP Building-Level Standards. Domain-level mean Likert scores are displayed for each academic year to examine patterns in employer perceptions of completer preparation over time. Results are interpreted descriptively, with attention to the magnitude and stability of mean scores across cycles, rather than isolated year-to-year comparisons, consistent with expectations for small, bounded doctoral-level leadership populations.

Figure 2



Note. Mean scores are calculated from aggregated Likert-scale item responses aligned to each professional domain. The n values displayed represent the total number of valid item responses contributing to each domain mean across the included survey cycles and do not reflect the number of individual supervisors or completers. Employer satisfaction data are examined across multiple academic years to support stable interpretation within small, bounded professional populations.

As shown in Figure 2., employer satisfaction mean scores for the Ed.D. in Educational Leadership – Building Level program remain consistently positive across academic years, with domain-level mean scores ranging approximately from 2.85 to 3.60 on a four-point Likert scale. Across leadership domains and cycles, mean scores remain at or above levels indicating that employers perceive completers as prepared to well prepared for advanced building-level leadership responsibilities.

Domains associated with ethics and professional norms, mission, vision, and continuous improvement, and professional capacity demonstrate mean scores toward the upper end of the observed range across academic years. These results indicate employer confidence in completers’ ability to lead ethically,

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support systemic school improvement, and contribute to organizational capacity building at an advanced professional level.

Mean scores for domains related to learning, instruction, assessment and equity and cultural responsiveness also remain within a positive and relatively narrow range across cycles. Employer perceptions in these areas suggest that completers are prepared to support instructional leadership, data-informed decision-making, and inclusive school environments consistent with the expectations of advanced doctoral-level preparation.

Year-to-year variation in mean scores is modest and consistent with expectations for small, bounded employer populations typical of doctoral leadership programs. Observed fluctuations do not reflect a sustained decline in any leadership domain. Importantly, no domain demonstrates a pattern of concern across academic years.

Taken together, the year-disaggregated employer satisfaction results reinforce the aggregated findings for the Ed.D. in Educational Leadership – Building Level program and provide evidence that employer perceptions of completer preparation are stable, role-aligned, and sustained over time, supporting CAEP Component RA4.1.

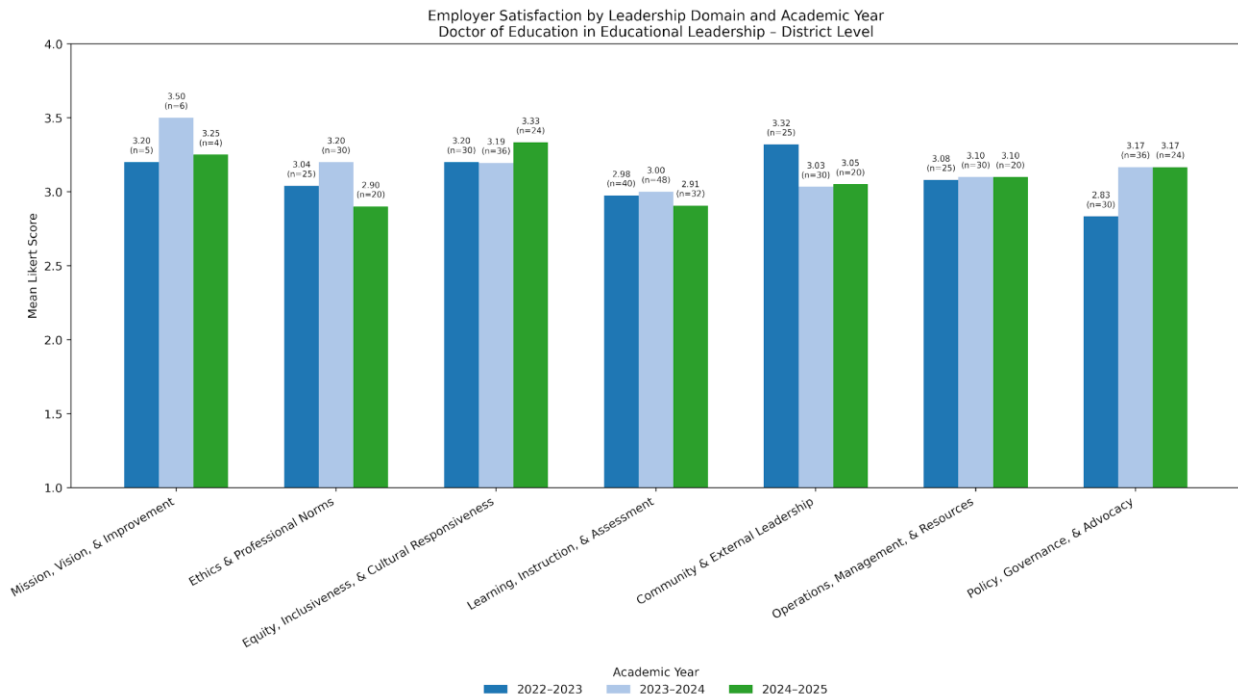
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Doctor of Education in Educational Leadership – District-Level

Figure 3. presents employer satisfaction results for the Doctor of Education (Ed.D.) in Educational Leadership – District Level program, disaggregated by academic year and organized by leadership domains aligned to the NELP District-Level Standards. Domain-level mean Likert scores are displayed for each academic year to examine patterns in employer perceptions of completer preparation across cycles. Results are interpreted descriptively, with attention to the magnitude and stability of mean scores over time, consistent with expectations for small, bounded district-level leadership populations.

Figure 3



Note. Mean scores are calculated from aggregated Likert-scale item responses aligned to the leadership domains shown. The n values displayed above bars represent the total number of valid item responses contributing to each domain mean across the included survey cycles and do not reflect the number of individual supervisors or completers. Results are examined across multiple academic years to support stable interpretation within small, bounded district-level leadership populations.

As shown in Figure 3., year-disaggregated employer satisfaction results for the Ed.D. in Educational Leadership – District Level program are presented, organized by leadership domains aligned to the NELP District-Level Standards. Across the academic years examined, domain-level mean scores range approximately from the low-to-mid 3 range on a four-point Likert scale, indicating consistently positive employer perceptions of completer preparation for district-level leadership responsibilities.

Domains aligned to mission, vision, and continuous improvement, ethics and professional norms, and policy, governance, and advocacy demonstrate mean scores toward the upper end of the observed range across cycles. These results suggest that employers perceive completers as well prepared to lead system-level improvement efforts, navigate policy and governance structures, and model ethical leadership at the district level.

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Mean scores for domains related to learning, instruction, and assessment, equity, inclusiveness, and cultural responsiveness, and community and external leadership also remain consistently positive across academic years, falling within a relatively narrow range. Employer perceptions in these domains indicate that completers are prepared to support instructional coherence across schools, use data to inform district decision-making, and engage families, communities, and external stakeholders in support of district priorities.

Year-to-year variation in mean scores is modest and consistent with expectations for small, bounded district-level employer populations. Differences across cycles do not reflect a sustained decline in any leadership domain, and all observed mean scores remain well above the midpoint of the scale.

Taken together, the year-disaggregated employer satisfaction results reinforce the aggregated findings for the Ed.D. in Educational Leadership – District Level program and provide evidence that employer perceptions of completer preparation are stable, role-appropriate, and sustained over time, supporting CAEP Component RA4.1.

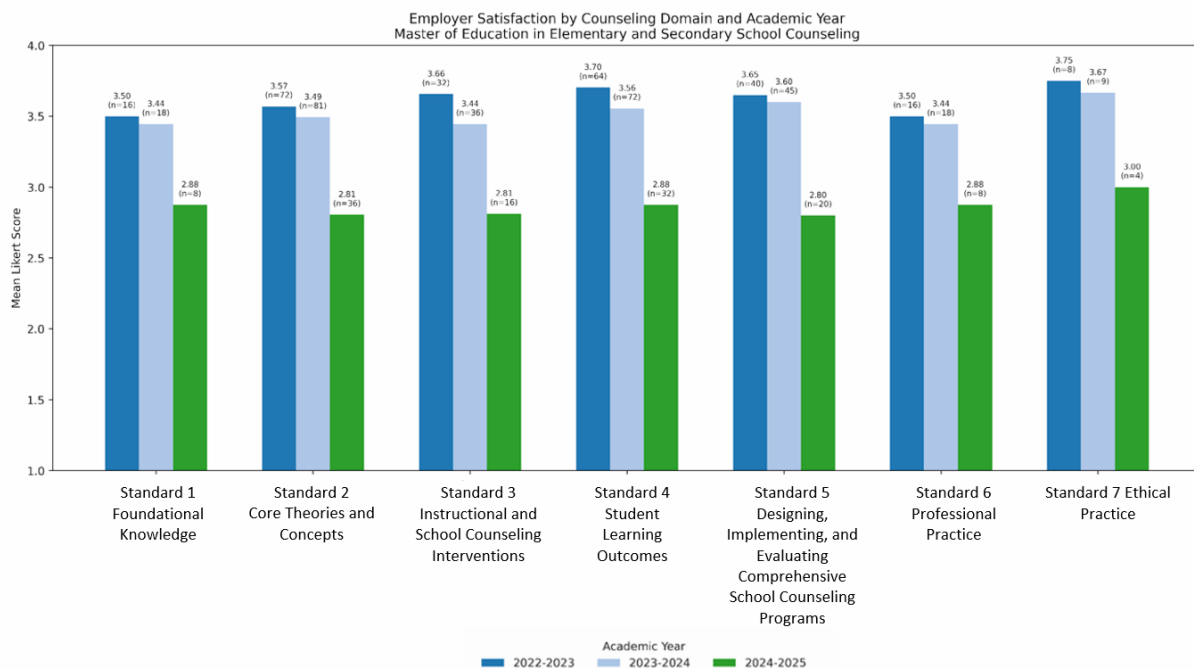
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Master of Education in Elementary and Secondary School Counseling

Figure 4. presents employer satisfaction results for the Master of Education (M.Ed.) in Elementary and Secondary School Counseling program, disaggregated by academic year and organized by counseling domains aligned to the ASCA Standards for School Counselor Preparation Programs. Domain-level mean Likert scores are displayed for each academic year to examine patterns in employer perceptions of completer preparation over time. Results are interpreted descriptively, with attention to the magnitude and stability of mean scores across cycles, consistent with expectations for small, bounded counselor supervisor populations.

Figure 4



Note. Mean scores are calculated from aggregated Likert-scale item responses aligned to the counseling standards shown, including Foundation items embedded across professional practice expectations. The n values displayed above bars represent the total number of valid item responses contributing to each standard mean across the included survey cycles and do not reflect the number of individual supervisors or completers. Results are examined across multiple academic years to support stable interpretation within small, bounded counselor supervisor populations.

As shown in Figure 4, employer satisfaction mean scores for the M.Ed. in Elementary and Secondary School Counseling program remain consistently positive across academic years, with standard-level mean scores generally clustered in the low-to-mid 3 range on a four-point Likert scale. Across counseling standards and cycles, mean scores indicate that employers perceive program completers as prepared to well prepared to fulfill professional school counseling responsibilities.

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Standard 3 Instructional and School Counseling Interventions; Standard 4 Student Learning Outcomes and Standard 7 Ethical Practice demonstrate mean scores toward the upper end of the observed range across years. These results suggest employer confidence in completers' ability to deliver comprehensive counseling services, collaborate effectively with educators and families, and advocate for students through data-informed and system-level practices.

Mean scores for Standards associated with Foundational Knowledge, Professional Practice and Counseling Interventions also remain consistently positive across cycles, indicating that employers perceive completers as grounded in program mission and beliefs, prepared to plan and evaluate counseling services, and able to practice in alignment with professional and ethical standards.

Year-to-year variation in mean scores is modest and consistent with expectations for small, bounded counselor supervisor populations. Observed fluctuations do not indicate a sustained decline in employer satisfaction for any counseling domain, and all domain means remain above the midpoint of the scale.

Taken together, the year-disaggregated employer satisfaction results reinforce the aggregated findings for the M.Ed. in Elementary and Secondary School Counseling program and provide evidence that employer perceptions of completer preparation are stable, role-aligned, and sustained over time, supporting claims under CAEP Component RA4.1.

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Cross-Program Synthesis of Employer Satisfaction

Employer satisfaction for Wilmington University’s advanced programs is examined within role-specific professional contexts aligned to the NELP standards for educational leadership and the ASCA standards for school counseling. Because advanced programs prepare candidates for distinct professional roles such as building-level leadership, district-level leadership, and school counseling, survey instruments differ to reflect role-specific responsibilities and standards of practice. However, all employer surveys are aligned to shared satisfaction constructs, including preparation sufficiency, professional responsibility, ethical practice, collaboration, equity, and stakeholder engagement.

Accordingly, cross-program interpretation emphasizes patterns of employer perception across aligned professional domains, rather than direct item-level or score-level comparison. This approach supports coherent interpretation of employer satisfaction while appropriately recognizing differences in professional scope and responsibility across advanced preparation pathways.

Aligned Professional Domains

a. Mission, Vision, and Improvement / Foundation

- **Leadership (Building & District):** Employers consistently rate completers highly in mission-driven leadership and improvement planning.
- **Counseling:** Employers report positive perceptions of completers’ grounding in program mission and professional beliefs.

Cross-program interpretation: Employers across roles perceive completers as prepared to align professional practice with organizational mission and improvement goals.

b. Ethics, Professional Norms, and Ethical Practice

- **Leadership (Building & District):** Employer ratings indicate strong preparation in ethics and professional norms.
- **Counseling:** Supervisors report positive perceptions of ethical practice aligned to ASCA standards.

Cross-program interpretation: Ethical preparation represents a consistent strength across advanced programs.

c. Equity, Inclusiveness, and Advocacy

- **Leadership (Building & District):** Employers report preparedness to lead equitable systems and inclusive practices.
- **Counseling:** Employers report preparedness in advocacy and systemic change on behalf of students and families.

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Cross-program interpretation: Across roles, employers perceive completers as prepared to support equity within their respective professional scopes.

Key Findings

- Employers consistently perceive advanced program completers as well prepared for their assigned professional responsibilities.
- Mission alignment, ethical practice, and equity-related competencies represent shared strengths among leadership and counseling programs.
- Employer satisfaction patterns remain stable across multiple cycles, with no evidence of systemic concerns.
- Variations in domain emphasis reflect differences in professional scope, not disparities in preparation quality.

Continuous Improvement

Employer satisfaction results are reviewed annually to monitor preparation effectiveness in advanced programs. While findings indicate strong and stable employer perceptions, the provider will continue to:

- Monitor equity-focused and advocacy-related competencies within leadership and counseling roles to ensure continued alignment with evolving professional expectations.
- Periodically review employer survey items with stakeholders to confirm relevance to role-specific responsibilities and standards.
- Use multi-year employer feedback to inform program-level discussions related to leadership preparation, counseling practice, and stakeholder engagement.

These actions reinforce sustained program quality and continuous improvement while supporting CAEP Component RA4.1.